Holy Trinity Church of England Primary School

Year 6 Term: Autumn One

Topic: Mexico: Ancient Mysteries, Living Traditions



Video Stimulus: Literacy Shed – Day of the Dead

Class Read: Holes Louis Sacher

Hook: Mayan Workshop

Geography	History	Science	DT	Art	PSHE & No Outsiders	Spanish	RE	Games	PE	Computing Online Safety	Music
Physical and humans features of Mexico	Mayan civilisation	The Heart	Healthy Eating – Mexican Chilli	Cooking and Nutrition: Developing a new recipe Day of the Dead Mask	Kapow – Family and Relationships King of the sky	Counting, greetings, names of places, likes and dislikes	What helps Hindu's to worship?	Invasion skills and ball control – individual and team	Get Set 4 PE Dance – Traditional dances around the world	Networks – communication Online Relationships	Mariachi Music Pipes

- Mexico is located in the south of the continent of North America
- It has a diverse landscape that includes mountains, rainforests and deserts
- The Chihuahuan Desert is one of the largest in North America. It has cold winters and hot summers.
- Mexico celebrates many festivals including 'Dia de la Independencia' and 'Dia de los Muertos'
- Food is very important to Mexican culture.
- The Maya were a group of indigenous people who lived in Mexico over 3000 years ago. There are still some Maya people today who follow the lifestyle
- The Maya were experts in farming, pottery, writing and music.
- The Maya created a calendar based on maths and astronomy.
- The Maya played a ball game called 'Pok a tok' - it was a fierce game and the leader of the losing team was killed after the game
- El Castillo is a Maya temple in Chichen Itza.
- Maya society was formed of a number of city states each with their own ruler. Each city was surrounded by rural settlements. At the top of Maya society were the King and Royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city.
- Maya believed in hundreds of different nature gods who ruled people's lives and decisions, such as the gods of maize, the Sun and fire. The lives of the Maya revolved around religion; they had many special ceremonies and rituals to honour the gods and ask for blessings. Cities had special temples were people went to worship and offer the gods gifts

Science Key Knowledge

- **Deoxygenated blood** flows into the heart from the body through the veins
- This blood is pumped out to the lungs through the **pulmonary artery**
- Blood is **oxygenated** in the **lungs**
- Blood returns to the heart through the **pulmonary vein**
- The **oxygenated blood** is then pumped out of the heart through the aorta The blood travels around the body delivering **oxygen** and **nutrients** to the organs

Key Vocabulary

Civilisation: A well-organised and developed society
Climate: The weather in a particular place over a period of time
Culture: The lifestyle of a group of people or a society indigenous People, plants or animals originated in a place
Landscape: A large area of land
Patron saint: A holy person who is specially chosen as a protector over a person, place, object of activity
Region: A geographical area with its own unique:
Altitude The distance above sea level
Heritage: Traditions, languages or buildings from the past that are important to a particular society.
Equinox: when the position of the Sun is exactly over the Equator. When this happens, the hours of daylight and the hours of darkness are about equal almost everywhere on Earth.

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Mark 12 30-31

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Year 6 Term: Autumn Two
Topic: Through Their Eyes: The First World War



Class Read: Soldier Dog by Samuel Angus; The Last Post

Hook:

History	Geography	Science	PSHE & No Outsiders	Art	RE	Games	PE	Computing/ Online Safety	Music	Spanish
World War I	Investigate countries involved in World War 1	Electricity	Kapow – Economic wellbeing The only way is badger	Drawing: Make My Voice Heard	For Christians, what difference does it make to belong to God's Kingdom?	Invasion skills and ball control – individual and team	Get Set 4 PE Gym – Variation in level and direction. Developing sequences.	Excel Online relationships	WW1 Songs Christmas production	Counting, greetings, names of places, likes and dislikes

- In the early 1900s, Britain was one of the world's most powerful nations and had a large empire.
- The First World War started after the assassination of Archduke Franz Ferdinand on 28th June 1914.
- The war was fought between two groups: The Central Powers and the Allied and Associated Powers.
- The Allies (The Entente Powers): Great Britain, France, Belgium, Russia and the USA.
- Central Powers: Germany, Austria, Hungary, Bulgaria and Turkey.
- All men were expected to fight in World War I; conscription was introduced in Britain, meaning that men aged between 18 and 41 had to join the army.
- Soldiers on both sides dug deep, narrow ditches, called trenches, to hide from enemy attack
- The conditions in the trenches were terrible and many soldiers got ill from living there. This is where they lived and tried to make advances on the opposition. The opposition also had their own trenches. The land between the two was called 'No Man's Land'.
- During the First World War, both sides used a combination of weapons, such as artillery, guns and poison gas, and vehicles, such as tanks and aircrafts
- WWI marked a huge change for woman. New jobs were created to help with the war effort, including jobs for women that had previously been done by the men who had gone to fight. Women worked in munition factories making bombs and weapons, drove public transport, grew crops and took care of livestock, joined the police force and undertook non-combative roles in the armed forces
- The war ended in 1918, at 11am on the 11th November. Germany signed an armistice, an agreement for peace
- The poppy is a symbol of remembrance. During the First World War, poppies grew on barren land, such as old battlefields.
- Significant changes occurred in Great Britain to accommodate the war effort and support the troops fighting on the front lines.
- The war changed the lives of ordinary people around the world. In Britain, rationing of food, bombing made life difficult for people living on the home front.
- Food soon began to run out as people were panic buying; Sugar, meat, butter and cheese were all rationed. Ration books were issued and everyone had to register with a butchers and grocers.
- Gardens and other areas of land were turned into allotments so food could be grown and animals could be kept.
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- Women worked in munition factories making bombs and weapons, drove public transport, grew crops and took care of livestock, joined the police force and undertook non-combative roles in the armed forces
- Some men stayed at home because they refused to fight for moral reasons. They were known as conscientious objectors and were often treated harshly.

Key Knowledge Science

- We use scientific symbols to represent the components of a circuit
- The brightness of a bulb or the loudness of a buzzer is affected by the number of cells in a circuit
- The number of components in a circuit can affect how they function
- The arrangement of components in a circuit can affect how they function
- The length of wires in a circuit can affect how the components function

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Year 6 Term: Spring
Topic: At the Ends of the Earth



Class Read: Shackleton's Diary; The Polar Bear Explorer's Club – Alex Bell

Hook: Polar Explorer Visitor

History	Geography	PSHE & No Outsiders	French	Art	DT	RE	Science	Games	PE	Computing Online Safety	Music
Polar Exploration Scott & Shackleton The Titanic	Polar Biomes Climate Change	Kapow - Health and Wellbeing Leaf The Island	Favourite Subjects; hobbies, Food likes and dislikes	Craft and Design: Northern Lights Photo Opportunity	Textiles: Sew a Waistcoat	What do Christians believe about the Messiah – and why is it good news? What is the Buddhist way of life?	Classification and adaptation Evolution and inheritance	Team games developing tactics – Athletics strength and coordination	Get Set 4 PE Parkour – focus on momentum, fluidity, rhythm and flair. OAA- Forest School	Website Design using PowerPoint. Scratch – Changing Variables	Keyboards Anna Meredith Canons Pipes

- Polar regions have long, cold winters and temperatures mostly below freezing. The weather can be very windy with little precipitation.
- Much of the polar regions is covered with snow and ice all year round. Polar landscape features include glaciers, ice fields and icebergs.
- Glaciers are slow-moving masses of flowing ice, formed by the compaction of snow. They can vary in depth from 50m to 1500m.
- Ice fields are large areas of connected glaciers covering flat areas, such as valleys and high plateaus. They are made from compressed and frozen snow
- Icebergs are chunks of ice that calve, or break off, from glaciers and ice sheets and float in the sea. Wind and water erode icebergs into sculptural shapes
- The indigenous people of the Arctic have inhabited the area for thousands of years. In the past, they adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walruses, and using reindeer skins to keep warm. Many lived nomadic lifestyles, following reindeer herds. Today, many indigenous peoples live in permanent settlements and have a modern lifestyle, but some still follow the traditional way of life
- Due to the harsh and inhospitable conditions, the polar regions were the last places on Earth to be explored. During the golden age of polar exploration, between 1898 and 1916, explorers searched for the Northwest Passage in the Arctic and raced to reach the South Pole in Antarctica. Three famous polar explorers were Robert Falcon Scott, Roald Amundsen and Ernest Shackleton.
- The Arctic polar region is in the North pole, Antarctica is the South Pole.
- Amundsen was the first to reach the South Pole although Scott was close behind but died on his return.
- Shackleton, on his expedition to cross Antarctica had an extraordinary journey and all survived

Science Knowledge: Classification and Adaptation

- Animals can be divided into vertebrates and invertebrates. Vertebrates can be divided into five small groups – fish, amphibians, reptiles, birds and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups including insects, spiders, snails and worms
- Plants and animals are the main groups but other livings things do not fit into these groups e.g. micro-organisms such as bacteria, yeast, toadstools and mushrooms.
- Plants are divided into two main groups –flowering and nonflowering

Science Knowledge: Evolution and Inheritance

- Over time inherited characteristics become more dominant within the population. Over a very long period of time these characteristics may be so different to how they were originally that a new species is created. This is evolution
- Fossils give us evidence of what lived on the Earth millions of year ago and provide evidence to support the theory of evolution.

Science Vocabulary

Adaptation: change in the structure or behaviour of a living thing which helps it to become better fitted to survive
Evolution: changes in living things over a long time leading to a new species
Classification: is a system of categorizing living things
Fossils: the preserved remains of a prehistoric organism
Characteristics: a distinguishing quality, trait or feature of something
Genetics: inherited characteristics
Survival of the Fittest: originated from Darwinian evolutionary theory as a way of describing natural selection
Natural Selection: when things better adapted to their environment tend to survive

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Year 6
Term: Summer
Topic: Smoke, Steam and Change



Class Read: ***Roof Toppers by Katherine Rundell***

Hook:

Science	History	French	PSHE & No Outsiders	DT	RE	Games	PE	Computing/ Online Safety	Music
Light	The Rise and Decline of the coal mining industry	Clothes & Time	Kapow - Citizenship Introducing Teddy	Structures: Playgrounds	How is God Three and yet One?	Net and wall games developing sending and receiving skills and tactical decision making	Get Set 4 PE - Fitness – Speed, stamina, strength, co-ordination and balance.	Scratch - Variables Online Bullying	Keyboards and Garage Band Pipes

Key Knowledge

- Coal mining is one of the countries oldest industries. The Romans first used coal as a type of fuel. Britain has large deposits of coal in different areas of the country.
- With the Industrial Revolution, demand for coal increased to power new manufacturing industries. Towns grew around the coalfields as mines were sunk to provide more coal for industry
- Conditions in the mines were dangerous and laws were introduced for health and safety reasons.
- The Davy safety lamp was designed in 1815. The gas known as "firedamp" is methane gas and can often be found alongside coal. The slightest spark can trigger an explosion when methane is present
- Coal mining in Britain started to decline after the First World War. This accelerated after WW2 and the miner's strike of 1984. From the 1960's Britain discovered cheaper sources of energy for use rather than fossil fuels.

Science Key Knowledge

- Light appears to travel in straight lines
- We see objects when light from them goes into our eyes
- The light that allows us to see may come directly from light sources but for other objects some light must be reflected from the object into our eyes for the object to be seen.
- The sun plays an important part in forming rainbows. The sun shines through the water particles and the water particles act like prisms. A prism is an object that is transparent, or see-through, and when light passes through it, it gets 'bent' or spread out into a bunch of different colours.
- Because light travels in straight lines the shape of the shadow will be the same as the outline shape of the object.
- Be able to show on a diagram how light travels using arrows and refer to these as light rays
- Objects that block light (are not fully transparent) will cause shadows.
- Explain how periscopes, magnifying glasses and telescopes work
- We actually see things upside down but our brains flip the images the right way up.

Key Vocabulary

- **Mining**: The process or industry of obtaining coal or other minerals from a mine.
- **Coal**: A combustible black rock consisting of carbonised plant matter, found underground and used as fuel.
- **Colliery** A coal mine and the buildings and equipment associated with it.
- **Pit** Another word meaning the same as mine. miner Someone who worked in the mine/pit.
- **Davy lamp** A lamp that could light the way, without causing a disastrous explosion, was as essential a piece of a miner's kit

Science Key Knowledge:

Refraction: the bending of light as it passes from one substance to another
Spectrum: light we can see, which is called visible light, is part of the electromagnetic spectrum
Rainbow: an arc or circle that exhibits in bands the colours of the spectrum
Colour: a part of light which is separated when it is reflected off of an object
Straight lines: A line that does not bend or change direction
Light rays: A strip of light that comes from an object

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Year 6
Term: Summer Two Topic: Turning Points: Ideas That Changed the World



Class Novel: Street Child by Berlie Doherty

Trip: Victorian Day

Science	History	French	PSHE & No Outsiders	Art	RE	Games	PE	Computing/ Online Safety	Music
Health and Nutrition	Victorians	Clothes Time	Kapow – Safety and the Changing body Smart moves -building resilience for secondary school A day in the life of Marlon Bundo	Sculpture and 3D: Making Memories	Thematic: Who am I and where do I belong?	Striking and fielding – making tactical decisions	Get Set 4 PE – Tennis/Rounders – striking and fielding.	3D Mod	End of Year production Pipes

- Queen Victoria was in 1819 and became queen in 1837. She married her cousin A German Prince called Albert in 1840
- They had 9 children and she reigned for 63 years
- Britain became the most powerful country in the word and its empire spread when the Industrial Revolution expanded
- Queen Victoria was well known for her high moral standards
- When Prince Albert died in 1861 Queen Victorian was so grief stricken she wore black for the rest of her life.
- During her reign she brought in law that said children from 5 – 13 had to attend school. There could be 70 – 80 in a class. Lessons were formal and teachers were strict.
- Children sat in rows and recited their ties tables and write on slates
- Children from rich families were taught at home by a governess until they were 10 when boys were sent to boarding school. Girls were still taught at home.
- The Victorian era lasted from 1837 – 1901 – and was a time of change.
- Steam power was introduced which had an impact on transport, farming and factories.
- Suffragette movement saw change for women who fought for the right to vote
- Working conditions and education improved during this time
- Crime and Punishment was severe. People could be hung or sent to Australia.
- Many new prisons were built to replace prison ships called hulks
- The first police force was formed in 1829 by Sir Robert Peel sot the first officers were knowns as 'Bobbies' or 'Peelers' after him.
- Huge difference between rich and poor – the rich had servants and lived in very large houses
- The poor were sent out to work because their family had no money. They lived in cold damp houses called slums
- The very poor with no home and now money were sent to the workhouses where they lived and worked in terrible conditions.
- The Great Exhibition was held in Hyde Park in London in 1851 and was organised by Prince Albert and Sir Henry Cole. Inventions and new technology, Objects from across the empire and works of art were displayed
- It was designed to show the world that Britain was a leader in modern technology
- The profits from the exhibition were used to open the British Science Museum and the Natural History museum in London
- The Industrial revolution was a time of progress and machines were invented to replace jobs which were often done by hand in factories and mills. This meant more goods could be produced
- Coal was mined in large quantities and people moved from the farming communities to the cities. Business owners became very rich but working conditions were dirty and dangerous
- Laws were introduced to make conditions safer

Key Vocabulary

British Empire: Lands that Britain controlled all over the world (for example, India).
Census: A count of all the people in the country on a particular day
Coronation: The formal service of a making a person king or queen of a country
Drill: Exercises which school children were often made to do in the classroom
Factory Acts: Laws passed by government to protect people working in dangerous factories (particularly women and children)
Industrialised: Where heavy mechanised or factory industries, like mining and cloth making, have been widely developed
Middle Class: The middle of the Victorian class system, including lawyers earning £500 per year to a small shopkeeper earning £100 per year
Paupers: Very poor people who have no way of feeding or supporting themselves
Reformer: A person who makes changes in order to improve things. Reign the length of time a king or queen rules a country.
Slum: Poorest, most overcrowded and uncared for part of a town or city
Workhouse: Places set up by the government where poor people with no money could go and be given a bed, food and work. Many had very harsh rules.
Working Class: The bottom of the Victorian class system. A working-class man could be anyone from a skilled mechanic earning £90 a year to a servant earning £10 per year.

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